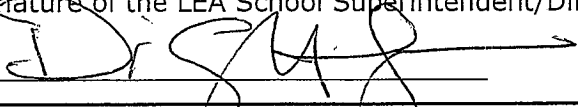

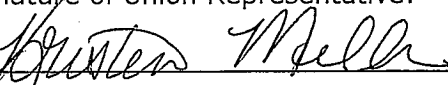


LEA Application

Michigan SIG Cohort IV

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of LEA Applicant: Litchfield Community Schools	Applicant's Mailing Address: 210 Williams Street Litchfield, MI 49252
District Code: 30040	
LEA Contact for the School Improvement Grant	
Name: Dr. Corey J. Helgesen	
Position and Office: Superintendent / K12 Principal	
Contact's Mailing Address: 210 Williams Street Litchfield, MI 49252	
Telephone: 517 542 2386	
Fax: 517 542 2580	
Email address: chelgesen@litchfieldschools.com	
LEA School Superintendent/Director (Printed Name): Dr. Corey Helgesen	Telephone: 517 542 2388
Signature of the LEA School Superintendent/Director: X 	Date: 7, 6, 15
LEA School Board President (Printed Name): Sheryl Pitts	Telephone: 517 542 2388
Signature of the LEA Board President: X 	Date: 7-6-15
Union Representative (Printed Name): Kristen Miller	Telephone: 517 542 2388
Signature of Union Representative: X  LEA, President	Date: 7.6.15

LEA APPLICATION

SCHOOLS TO BE SERVED

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Eligible schools it will serve with a School Improvement Grant.

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments E.1 – E.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-reform, or early learning models

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Litchfield High School	02238	X		Turn Around

Note: The **"Rule of Nine" has been eliminated**. In previous years, an LEA that has nine or more Priority schools could not implement the transformation model in more than 50 percent of those schools. That requirement is **no longer in effect**.

OVERVIEW OF APPLICATION REQUIREMENTS

- DO NOT RESPOND HERE -

1. **Analysis of Need:** (Section B, Question 1) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.
2. **Family and Community Input:** (Section B, Question 1.b) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.
3. **Intervention Plan:** (Section B, Question 3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.
4. **Capacity to Provide Adequate Resources:** (Section A, Question 1) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support each priority and focus school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.
5. **External Service Provider Selection:** (Section B, Question 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
6. **Resource Profile:** (Section B, Question 4) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
7. **LEA Actions to Support the Intervention Model:** (Section A, Question 1) The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.
8. **LEA Oversight of SIG Implementation:** (Section A, Question 2) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.
9. **Family and Community Engagement:** (Section B, Question 3.b) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
10. **Sustaining Reforms:** (Section B, Question 9) The LEA must describe how it will sustain the reforms after the funding period ends.
11. **Reform Model Implementation:** (Section B, Question 3, Attachments E.1 – E.6) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
12. **Annual Goals:** The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by

- a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics (Section B, Question 8)
 - b. Measuring progress on the leading indicators from attachment A, Baseline Data. (Section A, Question 3)
- 13. **Charter School and External Service Provider Accountability:** (Section A, Questions 4 and 5) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.
- 14. **Pre-Implementation Activities** (Section B, Question 3, Attachments E and F) An LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.
- 15. **Rural LEA Model Modification:** (Section B, Question 3.c) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.
- 16. **Evidence-Based, Whole-School Reform Model:** (Section B, Question 3, Attachment E.4) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
 - a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
 - b. Partner with a whole school reform model developer, as defined in the SIG requirements.
- 17. **Restart Model:** (Section B, Question 3, Attachment E.5) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.
- 18. **Implementation Timeline:** (Section B, Question 7, Attachment F) the LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

Section A

District/Central Office Level Responses

1. Actions to Support the Intervention Model:

- The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively
- Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to implement the grant and build capacity
- Describe how community resources will be aligned to facilitate implementation of the selected intervention
- If the applicant is a priority school, how does this align with and support the existing state reform/redesign plan? **(maximum length 2 pages)**

July 1, 2013 Litchfield Community Schools hired a new middle/high school principal. He meets the five turnaround competencies within the turnaround model. He has been committed to identify and focus on the plan requirements in order to see big payoffs. An example of this would be the structure and accountability for staff and students alike. He also took action to break organizational norms by building a data wall outside of the main office and within the IMC to create transparency and a data driven community. This was in an effort to act quickly in a fast cycle to promote the use of data within the whole district. Not only has he been intentional with data through these avenues, but he also promotes the use of data within the Instructional Learning Cycle where teachers collect and analyze student data to inform their classroom instructional practices. The Instructional Learning Cycle is built within the Professional Learning Communities that have been the cornerstone of the quick turnaround. This also galvanized staff around the big ideas of the reform plan.

Screen all existing staff and rehire no more than 50 percent.

1. STAGES/Teacher Evaluations

2. Student Growth Data:

3. Commitment to District:

Categories:

Data application with district protocols

Completion of student regular grade entries as applies according to job responsibility

Instructional Learning Cycle

Classroom management & engagement

Professional achievements

4. Current IDP designated for less than effective teachers

In order to meet the needs of students in a turn-around model school, Litchfield middle/high school will implement strategies to recruit highly effective teachers. These strategies will include establishing a personnel committee that is comprised of a variety of stakeholders,

developing a rigorous interview process, filling available positions before August, and offering full time positions when possible. In order to meet the needs of students in a turnaround school, Litchfield middle/high school will implement strategies to recruit highly effective teachers. These strategies will include establishing a personnel committee that is comprised of a variety of stakeholders, developing a rigorous interview process, filling available positions before August, and offering full time positions when possible. The student needs will be our primary focus of recruitment, which includes: 1) rural environment 2) low reading and math scores 3) low socioeconomic status. Our teacher recruitment strategy will consist of going to all of the major universities to include MASA, local Hillsdale ISD, and our website. Our teacher recruitment process will be to post each position on the school for at least three weeks, convene a committee (when possible) will consist of principal and lead teachers, will go through a screening process to ensure that credentials and previous experience aligns to student needs and our schedule and go through the interview process which consists of a rigorous question and answer session based upon the Gallop Organization, present a lesson and a writing prompt.

The new governance structure will be a shared leadership model. The positions of superintendent and middle/high school principal will be held by one person who fulfills the five turnaround competencies. In order to alleviate some of the work load, two lead teachers will be in place. The priority schools leadership team, which is already in place, will continue its leadership role.

In order to promote a shared governance practice, the Principal/Superintendent will meet with the lead teachers weekly and the priority leadership team monthly to discuss the progress of the development/implementation of the plan, including: (1) What's working? (2) What's not working? (3) How do you know? (4) How will the things that are not working being addressed? (5) What changes will be made to ensure forward progress? In the event that the plan does not result in making rapid performance turnaround, it will be incumbent upon the Turnaround Leader to work with the lead teachers and the priority leadership team, to make any and all revisions needed to assure that the plan produces results that reflect a rapid turnaround.

The principal will report monthly to the Litchfield Board of Education as to the development, implementation and evaluation of the Turnaround Plan. The principal will also hold a mid-year state of the school address to report out to any and all stakeholders. This will also be a standing discussion item on PTO and Title I meeting agendas.

The priority school leadership team and the middle/high school principal will determine the school's Title I budget. When determining the budget, all federal regulations will be followed. Staffing - Teachers who prove to need assistance within the Litchfield Elementary School will be able to be given various areas of support. Some of these areas of support include mentor teachers, coaches, HISD support, professional library, and Individualized Development Plans. This will provide the administration with operational flexibility to meet the individual needs of teachers. Use of Time (schedule or calendar) - The school has the operational flexibility to adjust the calendar, schedule and professional learning needs of its staff. The additional time that was added to provide operational flexibility was supported by the Litchfield Education Association. Professional Learning - The additional time added ensures that the school staff has the professional learning time to effectively implement the learning goals.

In an effort to gain reception in the value of educational success when transitioning students to the work force and/or further education and training, LCS will designate time to provide

community support. This is significant in that ownership of academic importance at the home front is connected to student motivation.
Alumni Association - Over 200 active members, which support the school by fund raising for donations for curriculum material and technology.
Hillsdale Intermediate School District - provides supports for students and teachers

2. **Oversight of SIG Implementation:** The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will it be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work? (**maximum length 1 page**)

The district provides effective oversight of implementation of the Turnaround model through the Leadership Team. The Leadership Team is comprised of the administrator, veteran staff and the technology director. This team meets twice monthly, while working hand in hand with state personnel in monitoring the progress of the Turnaround model.

3. **Monitoring Progress on Annual Goals:** The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG. Refer to attachment G, Annual Goals, as appropriate. (**maximum length 1 page**)

The sources of data that the school used in their analysis are ERS ResourceCheck and SchoolCheck, common local assessments, NWEA, MME/ACT, poverty levels, AYP status, and staff, parent and student surveys. Based on the analysis, Litchfield has identified the major areas of need described above. We have determined that in order to turnaround Litchfield schools and improve student academic achievement, we must focus our reform efforts on the following three areas:

- 1) We will improve student academic performance in reading as measured by the new annual measurable objectives for Litchfield Community Schools by focusing specifically on improving reading comprehension of informational text. This goal will be the focus of all grade levels and content areas.

- 2) We will improve student academic performance in math as measured by the new annual measurable objectives for Litchfield Community Schools by focusing on number and operations.

- 3) We will improve student academic achievement by engaging in Professional Learning Communities focused on teaching for learning through data-based decision making to develop a Multi-Tiered System of Support that will ensure

achievement for all students through prevention and intervention systems. We will incorporate instructional coaching to support the teaching staff through the implementation of a rigorous and engaging curriculum aligned to the Common Core State Standards.

Due to the lack of data because of the implementation of the M-Step, we have compiled the following NWEA data to show growth.

2015 winter scores for the NWEA Reading test show 33% of 6-11 ELA students tested at the nationally normed RIT score average. Whereas the spring scores show 45% of 6-11 ELA students tested at the nationally normed RIT score average.

2015 winter scores for the NWEA Science test show 34% of 6-10 Science students tested at the nationally normed RIT score average. Whereas the spring scores show 48% of 6-10 Science students tested at the nationally normed RIT score average.

2015 winter scores for the NWEA Mathematics test show 20% of 6-11 Mathematics students tested at the nationally normed RIT score average. Whereas the spring scores show 22% of the 6-11 students tested at the nationally normed RIT score average.

4. **Charter School Accountability:** If the applicant is a Michigan charter school, describe how district/central office will regularly review the charter school operator, CMO, or EMO and hold them accountable for meeting the SIG requirements. **(maximum length 1 page; please respond "N/A" if the applicant entity is not a charter school)**

N/A

5. **External Service Provider Accountability:** Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements. **(maximum length 1 page)**

- How the individuals, team, or committee responsible for vetting and selecting ESP was determined.
 - Litchfield Schools already had a Leadership team that was chosen by the board of education, comprised of the administrator, 3 veteran teachers and our technology director, that assisted in writing and monitoring our priority school plan.
- Process used to research provider and review evidence of effectiveness

- During the 2014-15 school year, Litchfield Elementary School hired Eastern Michigan University as their service provider. After analyzing student growth data as well as perception data from teachers and staff, in an effort to create consistency and sustainability k-12 at LCS, we have chosen Eastern Michigan University as our ESP.
- A description of the decision making process (i.e. voting or staff consensus)
 - The Leadership team met and voted, achieving group consensus, selecting EMU as our ESP.
- Process that will be used to monitor and evaluate the ESP.
 - Our Leadership team will meet twice monthly to monitor and evaluate our ESP. At these meeting we will use the same metrics to measure the effectiveness of the ESP as we will use for the SIG IV grant. This will include but is not limited to NWEA data, quarterly benchmarking, LLI intervention data, mathematics intervention data and stakeholder perception data.

6. District Level Budgets:

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment C.2; a template has been provide for your reference)**
- b. Complete a budget specific to district level costs that covers the full five years of SIG that is separate and distinct from the individual school level budgets. **(Attachment C.3; a template has been provided for your reference)**
 - i. Annual district level costs should not exceed 5% of the overall LEA allocation.
 - ii. Building level costs or positions should not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs should not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
 - iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
 1. This may include restructuring duties and time of current district/central office staff.
 2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.

3. This may include contracting with a third party.
- iv. District level duties may include, but are not limited to:
 1. Financial oversight
 2. Support for school buildings receiving the grant
 3. Monitoring schools and other entities for compliance with grant requirements
 4. Monitor progress on annual goals and implementation of the grant and selected intervention model.
- c. Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the district level, describe how these will be funded and sustained when the grant ends. **(maximum length 2 pages)**

Due to our small size, the district and school is synonymous. Therefore, the district will not incur costs from the school grant. This was past practice for the district as during the 2014-15 school year, Litchfield Elementary School was awarded SIG III and there was no district cost. All district costs were assumed by the school. This will be the same practice for Litchfield High School.

Attachments

Attachment C.2: Five Year Budget Overview

Attachment C.3: Preliminary District Level Budget

Attachment C.2: Five Year Budget Overview

NOTE: Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

Complete the budget overview on the next page using the template provided.

LEA BUDGET OVERVIEW

Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Eligible School #1	0	0	0	0	0	0
Eligible School #2	N/A	N/A	N/A	N/A	N/A	N/A
Eligible School #3	N/A	N/A	N/A	N/A	N/A	N/A
Eligible School #4	N/A	N/A	N/A	N/A	N/A	N/A
LEA Costs	0	0	0	0	0	0
Total Budget	0	0	0	0	0	0

Attachment C.3: Preliminary District Level Budget

NOTE: Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

The district budget must adhere to the following guidelines

1. Annual district level costs should not exceed 5% of the overall LEA allocation.
2. Building level costs or positions may not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs may not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
3. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
4. District level duties may include, but are not limited to:
 - a. Financial oversight
 - b. Support for school buildings receiving the grant
 - c. Monitoring schools and other entities for compliance with grant requirements
 - d. Monitor progress on annual goals and implementation of the grant and selected intervention model

District/Central Office Budget Year 1: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							0
	Indirect Costs _____ % Restricted Rate							0
	TOTAL							0

District/Central Office Budget Year 2: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							0
	Indirect Costs _____ % Restricted Rate _____							0
	TOTAL							0

District/Central Office Budget Year 3: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							0
	Indirect Costs _____ % Restricted Rate							0
	TOTAL							0

District/Central Office Budget Year 4: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							0
	Indirect Costs _____ % Restricted Rate							0
	TOTAL							0

District/Central Office Budget Year 5: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							0
	Indirect Costs _____ % Restricted Rate _____ %							0
	TOTAL							0